DOCUMENT RESUME

ED 196 258 FL 011 552

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TITLE Modern Phonology and the Teaching of Latin.
PUB DATE 79
NOTE 13p.: Paper presented at the Kentucky Foreign Language Conference (1979).
JOURNAL CIT Classical Journal: v75 n2 Dec 1979-Jan 1980

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Applied Linguistics; *Latin; Morphology (Languages); *Phonology; Postsecondary Education; Secondary Education; *Second Language Instruction; Teaching Methods; *Verbs

ABSTRACT

Linguistics can be used explicitly in the teaching of foreign languages to mature students. Eight guidelines derived from this statement guide the discussion of the application of linguistics to the teaching of Latin verb paradigms to beginning students. The five tense/mood paradigms that are based on the present stem, that is, the present, imperfect, and future indicative, and the present and imperfect subjunctive, are presented in a way that can be used immediately in the Latin class. The phonological and morphological aspects of these verbal paradigms are dealt with according to a theory of how native speakers of Latin structured the given material in their linguistic unconscious. (AMH)

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"Modern Phonology and the Teaching of Latin"

Linguistics can be brought to the foreign language classroom both implicitly and explicitly. Implicit applications of linguistics are those that guide the general methods and approaches of the language teacher and dictate some particulars such as the order of presentation of material and the organization of language facts that must be mastered by the student in order to handle a given aspect of the target language. The student is only incidentally, if at all, aware of these applications of linguistics.

Linguistics can also be used explicitly in the teaching of foreign languages to essentially mature students. The explicit application of linguistics is a practice less well understood by language teachers than implicit use and so I will offer such guidelines as these:

1. The study of the phenomenon of human language itself is a proper, though clearly secondary, part of the material to be presented to students in a foreign language course.
2. Any linguistic insight introduced must be concretely related to the language material the student is expected to master.
3. A linguistic insight is not appropriate to the foreign language classroom if, in an absolute sense, the difficulty of conceptualization it involves is beyond the typical student.
4. A linguistic excursus is inappropriate if there is very abstract formalism involved.

FL 011 652

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5. Only linguistic explanations that are proportionate in complexity to the material they purport to explain should be adduced.
6. Linguistic insights that are certain to have long range usefulness for the student may be introduced before their total utility is apparent to the learner.
7. The language teacher, the applied linguist, should emphasize language principles, as opposed to particularized facts.
8. "Gimmicks" or mnemonic devices as such are not proper to the practice of applied linguistics.

Although I will not make further reference to these principles, they guide my discussion of the application of linguistics to the teaching of Latin verb paradigms which is the immediate purpose of this paper. I will limit my attention to the forms of the present active system. There can be little doubt in the minds of those who have taught this material that for most students attempts to learn these paradigms result in perceived versions that are initially and duratively both jagged and blurred. The beginning student's difficulty in coming to grips with this central feature of Latin grammar accounts for much early attrition in first year Latin courses.

The five tense/mood paradigms that are based on the present stem or the imperfective stem, as it is often called--as opposed to the perfective stem or the perfective participle in construction with some form of esse--are the present, future, and imperfect indicative and the present and imperfect subjuctive. I

will deal with these inflectional categories over five classes of Latin verbs, including those designated '-iō verbs of the third conjugation.' I have shown that these Latin verbs constitute a distinct conjugation in a paper (Elerick, 1977) which presents the more theoretical underpinnings of the material to be discussed here. See Sadler (1973) also.

For purposes of this paper I wish to deal with the phonological and morphological aspects of the above mentioned verbal paradigms in an explicit but not rigorously formal fashion. In this way, the material I present can be used immediately, with little or no modification in beginning Latin classes.

The Latin verbal paradigms that follow are displayed in dual representations. The first will, in all likelihood, appear somewhat exotic to the non-linguist. These are underlying representations and they constitute a theory as to how native speakers of Latin structured the given material in their linguistic unconsciousness. You will note that there is much more paradigmatic regularity evident in the underlying forms than in the forms that are manifested and to which we have direct access.

On the following pages I will present and discuss the underlying forms of the various paradigms of the present active system and in addition, the regular phonological rules that reconcile the underlying representations with the attested forms. I can, I believe, demonstrate that much of the complication that apparently attends these forms is superficial.

Present Indicat e Active

amā-ō	monē-ō	dūce-ō	audī-ō	capi-ō
amā-s	monē-s	dūce-s	audī-s	capi-s
amā-t	monē-t	dūce-t	audī-t	capi-t
amā-mus	monē-mus	dūce-mus	audī-mus	capi-mus
amā-tis	monē-tis	dūce-tis	audī-tis	capi-tis
amā-nt	monē-nt	dūce-ūnt	audī-ūnt	capi-ūnt

All underlying forms of the present indicative active consist of a stem followed by a person number ending. The stems end in one of five vowels; ā, ē, e, ī, i. The person number endings are the same for all classes except those for the third person plural, which is marked by -nt or -ūnt. -nt occurs after ā- and ē- and -ūnt occurs after e-, ī-, and i-. This pattern of occurrence will be evidenced in other tenses and moods of the Latin verb system.

amō	moneō	dūcō	audiō	capiō
amās	monēs	dūcis	audīs	capis
amat	monet	ducit	audit	capit
amāmus	monēmus	dūcimus	audīmus	capimus
amātis	monētis	dūcitis	audītis	capitis
amant	monent	dūcunt	audiunt	capiunt

The forms of the present active indicative as they are manifested show the effects of the application of a number of rules of "phonetic reconciliation." These rules have wide applicability throughout Latin and so should be learned early. These rules are of three basic types: those that delete vowels, those that shorten vowels and those that change one vowel to another. There are nine rules in the extended set. Those presented here are numbered in accordance with their place in the total set of rules.

1. ā is deleted before ō or ē. (amā-ō/amō)
2. Original e is deleted before a long back vowel (ā, ō, ū) (dūce-ō/dūcō; dūce-ūnt/dūcunt). The second ū of dūce-ūnt will be shortened by a later rule.
4. A long vowel is shortened before another long vowel. (audī-ō/audiō; audī-ūnt/audiunt; monē-ō/moneō)
6. A vowel is shortened before final t. (amā-t/amat; monē-t/monet; audī-t/audit) c.f. amātur
7. A vowel is shortened before nt. (All third person plural forms)
8. e is raised to i when it follows the stressed syllable and is itself followed by a consonant other than r. (dūce-s/dūcis; dūce-t/dūcit; dūce-mus/dūcimus; dūce-tis/dūcitis)

Future Indicative Active

amā-be-ō	monē-be-ō	dūce-ā-m	audī-ā-m	capi-ā-m
amā-be-s	monē-be-s	dūce-ē-s	audī-ē-s	capi-ē-s
amā-be-t	monē-be-t	dūce-ē-t	audī-ē-t	capi-ē-t
amā-be-mus	monē-be-mus	dūce-ē-mus	audī-ē-mus	capi-ē-mus
amā-be-tis	monē-be-tis	dūce-ē-tis	audī-ē-tis	capi-ē-tis
amā-be-ūnt	monē-be-ūnt	dūce-ē-nt	audī-ē-nt	capi-ē-nt

Except for the present indicative, the forms of other tenses and moods of the Latin present system consist of a stem followed by a tense/mood augment and then a person number ending. For the future, the tense/mood augment shows some complication in form and distribution. Fortunately, all other tense/mood augments are more consistent. The sign of the future for the 1st and 2nd conjugations is -be-. For the other three conjugations a single

long vowel, -ā- in the first person singular and -ē- in the other persons and numbers, marks the future.

The person number endings are similar to those for the present indicative. Note however that the first person singular ending is variable, -ō in the 1st and 2nd conjugations and -m elsewhere. Note also that the third person plural endings follow the pattern in the present indicative, -nt after ē- and -ūnt after e-.

amābō	monēbō	dūcam	audiam	capiam
amābis	monēbis	dūcēs	audiēs	capiēs
amābit	monēbit	dūcet	audiet	capiet
amābimus	monēbimus	dūcēmus	audiēmus	capiēmus
amābitis	monēbitis	dūcētis	audiētis	capiētis
amābunt	monēbunt	dūcent	audient	capient

Many of the rules of phonetic reconciliation that specify the manifested forms are already familiar to you from the discussion of the present indicative.

2. Original e is deleted before a long back vowel (ā, ō, ū)
   (a mā-be-ō/amābō; amā-be-ūnt/amābunt; monē-be-ō/monēbō; monē-be-ūnt/monēbunt)
3. The first of two vowels of the same quality is deleted if the second is long.
   (dūce-ē-s/dūcēs; dūce-ē-t/dūcet; dūce-ē-mus/dūcēmus; dūce-ē-tis/ dūcētis; dūce-ē-nt/dūcent)
4. A long vowel is shortened before another long vowel.
   (audī-ā-m/audiam and all other future forms of the 4th conjugation)

5. A long vowel is shortened before final m.
   (dūce-ā-m/dūcam; audī-ā-m/audiam; capi-ā-m/capiam)
6. A long vowel is shortened before final t. (All third singular forms)
7. A long vowel is shortened before nt. (All third plural forms)
8. e is raised to i when it follows the stressed syllable and is itself followed by a consonant other than r.
   (amā-be-s/amābis; amā-be-t/amābit; amā-be-mus/amābimus; amā-be-tis/amābitis and corresponding persons and numbers in 2nd conjugation verbs.)

Imperfect Indicative Active

amā-ābā-m	monē-ēbā-m	dūce-ēbā-m	audī-ēbā-m	capi-ēbā-m
amā-ābā-s	monē-ēbā-s	dūce-ēbā-s	audī-ēbā-s	capi-ēbā-s
amā-ābā-t	monē-ēbā-t	dūce-ēbā-t	audī-ēbā-t	capi-ēbā-t
amā-ābā-mus	monē-ēbā-mus	dūce-ēbā-mus	audī-ēbā-mus	capi-ēbā-mus
amā-ābā-tis	monē-ēbā-tis	dūce-ēbā-tis	audī-ēbā-tis	capi-ēbā-tis
amā-ābā-nt	monē-ēbā-nt	dūce-ēbā-nt	audī-ēbā-nt	capi-ēbā-nt

The forms of the imperfect indicative follow the pattern of stem-tense/mood augment-person number ending. The augment is -ābā- after stems ending in ā- and -ēbā- after stems ending in any other vowel. The person number endings follow a regular pattern with -m in the first person singular and -nt for the third person plural, the expected form after ā-.

amābam	monēbam	dūcēbam	audiēbam	capiēbam
amābās	monēbās	dūcēbās	audiēbās	capiēbās
amābat	monēbat	dūcēbat	audiēbat	capiēbat
amābāmus	monēbāmus	dūcēbāmus	audiēbāmus	capiēbāmus
amābātis	monēbātis	dūcēbātis	audiēbātis	capiēbātis
amābant	monēbant	dūcēbant	audiēbant	capiēbant

The underlying forms are reconciled with the manifested forms by the operation of the following rules, all of which are familiar from previously studied material.

3. The first of two vowels of the same quality is deleted if the second is long.
   (amā-ābā-m/amābam and all other 1st conjugation forms; monē-ēbā-m/monēbam and all other 2nd conjugation forms; dūce-ēbā-m/dūcēbam and all other 3rd conjugation forms)
4. A long vowel is shortened before another long vowel.
   (audī-ēbā-m/audiēbam and all other forms of the 4th conjugation)
5. A long vowel is shortened before final m.
   (amā-ābā-m/amābam and all other first person singular forms)
6. A long vowel is shortened before final t.
   (amā-ābā-t/amābat and all other third person singular forms)
7. A long vowel is shortened before nt.
   (amā-ābā-nt/amābant and all other third person plural forms)

Present Subjunctive Active

amā-ē-m	monē-ā-m	dūce-ā-m	audī-ā-m	capi-ā-m
amā-ē-s	monē-ā-s	dūce-ā-s	audī-ā-s	capi-ā-s
amā-ē-t	monē-ā-t	dūce-ā-t	audī-ā-t	capi-ā-t
amā-ē-mus	monē-ā-mus	dūce-ā-mus	audī-ā-mus	capi-ā-mus
amā-ē-tis	monē-ā-tis	dūce-ā-tis	audī-ā-tis	capi-ā-tis
amā-ē-nt	monē-ā-nt	dūce-ā-nt	audī-ā-nt	capi-ā-nt

The tense/mood augment for the present subjunctive is -ē- for stems ending in ā- and -ā- for stems ending in ē-, e-, ī-, i-. This is sometimes called an "opposite vowel" distribution. The

person number endings are -m for the first person singular and -nt, as expected after ā- or ē- for the third person plural. The other person numbers have the invariable forms found throughout the present active system.

amem	moneam	dūcam	audiam	capiam
amēs	moneās	dūcās	audiās	capiās
amet	moneat	dūcat	audiat	capiat
amēmus	moneāmus	dūcāmus	audiāmus	capiāmus
amētis	moneātis	ducātis	audiātis	capiātis
ament	moneant	dūcant	audiant	capiant

All of the rules of phonetic reconciliation are familiar from previous paradigms.

1. ā is deleted before ō or ē.
   (amā-ē-m/amem, and all other forms of the 1st conjugation)
2. An original e is deleted before a long back vowel (ā, ō, ū).
   (dūce-ā-m/dūcam and all other forms of the third conjugation)
4. A long vowel is shortened before another long vowel.
   (monē-ā-m/moneam and all other persons and numbers of the 2nd conjugation.) (audī-ā-m/audiam and all other forms of the 4th conjugation.)
5. A long vowel is shortened before final m.
   (All first person singular forms)
6. A long vowel is shortened before final t.
   (All third person singular forms)
7. A long vowel is shortened before nt.
   (All third person plural forms)

Imperfect Subjunctive Active

amā-rē-m	monē-rē-m	dūce-rē-m	audī-rē-m	capi-rē-m
amā-rē-s	monē-rē-s	dūce-rē-s	audī-rē-s	capi-rē-s
amā-rē-t	monē-rē-t	dūce-rē-t	audī-rē-t	capi-rē-t
amā-rē-mus	monē-rē-mus	dūce-rē-mus	audī-rē-mus	capi-rē-mus
amā-rē-tis	monē-rē-tis	dūce-rē-tis	audī-rē-tis	capi-rē-tis
amā-rē-nt	monē-rē-nt	dūce-rē-nt	audī-rē-nt	capi-rē-nt

The tense/augment for the imperfect subjunctive is consistently -rē-. The person number marker for the first person singular is -m and that for the third plural is the expected -nt, since all augmented stems end in ē-. The other person/number material consists of the invariable forms.

amārem	monērem	dūcerem	audīrem	caperem
amārēs	monērēs	dūcerēs	audīrēs	caperēs
amāret	monēret	dūceret	audīret	caperet
amārēmus	monērēmus	dūcerēmus	audīrēmus	caperēmus
amārētis	monērētis	dūcerētis	audīrētis	caperētis
amārent	monērent	dūcerent	audīrent	caperent

The following rules apply to produce the manifested forms.

5. The long vowel is shortened before final m.
   (All first singular forms)
6. A long vowel is shortened before final t.
   (All third singular forms)
7. A long vowel is shortened before nt.
   (All third plural forms)
9. i is lowered to e when it follows the stressed syllable and when it preceeds r.
   (All persons and numbers of the fifth conjugation)

This last rule also produces the present infinitive capi-re/capere, causing it to coincide with that of the third conjugation and thereby giving rise to the long standing confusion with respect to the status of verbs of the capere class.

Teachers of classics are among the most committed in our schools and universities. They are dedicated to their well-founded belief that knowledge of classical languages and classical culture represents the kind of solid intellectual capital that our students need more of. And they are dedicated to transmitting their knowledge to new generations of students. But one thing they should not be committed to is the mode of linguistic analysis that in classical times and even into the 19th century set the style for language descriptions. Our standard accounts of Latin and Greek grammar reflect this style. Today we simply know more, in quantum amounts, about language than did our predecessors. In this paper I have shown how modern phonological analysis can be used to clarify some rather murky inflectional waters. I urge teachers of Latin to employ modern reanalyses of Latin phonology and syntax as they become available in the coming years. We must do all that is possible to provide our students with the indispensable tool for classical studies which is, of course, competence in the classical languages themselves.

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